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ABSTRACT

This is a series of seven reports describing and evaluating the following physical or basic skills development programs: Bicycle Program, Camping Program, Swim For Your Life, Outward Bound, Physical Skills Development Program, Community Summer School Programs, and Operation Recover. Modes of program operation and statistical data about students participating in the programs are detailed. Feedback from participants and recommendations for program improvement are also included. [Not available in hard copy due to marginal legibility of original document.] (DM)

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Evaluations of ESEA Title I Summer 1970 Programs of the Toledo Public Schools, Ohio.

EVALUATION REPORT
TITLE I - ESEA

OPERATION RECOVER
Summer, 1970

SUMMARY

Four hundred and sixteen (416) students enrolled in English, mathematics, science, and civics courses provided by Operation Recover during the summer of 1970. Instruction was provided in two high school buildings by nineteen (19) teachers for a six weeks period of time. Three hundred and seventy eight (378) credits were recovered. Students and teachers consider Operation Recover very worthwhile. One student stated if it were not for Operation Recover, he would really be in bad shape. Need exists for improving the percent of students who are able to recover credit. Also, efforts should be made to improve attendance.

Objectives of Operation Recover

The purpose of Operation Recover was to help students who had failed one or more subjects during the regular academic school year to recover those lost credits during the summer. Courses in English, mathematics, science, and civics were offered so that students who failed or received low marks in any of those courses could retake them and receive full credit or improve their previous marks. The prime objective of Operation Recover was to help high school freshman recover lost credits so that they could maintain normal progress toward high school graduation. Students who fall behind their class in high school tend to drop out of school more frequently. Operation Recover was also established to help students improve their academic abilities in the subjects offered, improve their perceptions toward school and learning, and improve their study techniques.

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Activities of Operation Recover

Classes were held during the morning in two high schools of the Toledo Public Schools. In one high school, students enrolled in Operation Recover usually took three of the four subjects offered. In the second high school, the students enrolled only in those subjects in which they desired.

The courses were planned by the instructional staff and an attempt was made by many of the teachers to use new materials, new approaches, and various innovative practices in an effort to stimulate student learning. The classes were smaller than classes in the same subjects during the regular school year.

Staff, Facilities and Supervision

The facilities used for Operation Recover were Scott High School and Woodward High School. The activities in each building were supervised by two building principals, one coordinator, two clerks, and three teacher aides assisted with the program.

Table I shows the number of teachers who were employed and provided instruction in each of the course areas.

Number of Teachers
Table I

Course	Numbers of Teachers
English	5
Mathematics	5
Science	5
Civics	4
Total	19

Evaluation Procedures

Records were maintained concerning the number of students enrolling in the various courses, the numbers finishing the courses and the numbers actually receiving credits. A teacher survey was conducted using an open-ended question entitled Evaluation of Project Recover-Teacher Comment Sheet. A similar questionnaire entitled Evaluation of Project Recover-Student Comment

Sheet was used to obtain the perceptions of students who participated in the program.

Evaluation Results

Table 2 includes data on the number of students who failed the courses during the 1969-70 academic year, the numbers who initially enrolled in the four courses, the numbers who continued in the courses until the end, and the numbers who received credit. Four hundred and sixteen (416) students enrolled initially in the program.

Report on Results of Operation Recover
Table 2

Course	Students Failing in Previous Yr.	Students Enrolled	Students Finishing	Students Receiving Credit
English	158	139	101	83
Mathematics	198	219	139	127
Science	158	149	105	93
Civics	116	146	87	75
Duplicated Total	630	653	432	378

A survey was conducted to determine the perceptions of teachers and students toward Operation Recover. All the teachers and students surveyed were participants in the program. Each was asked in what way Operation Recover was beneficial to students and in what way it would be more beneficial. The following are some representative responses to those questions.

Teacher Comments

I - In what way is Operation Recover beneficial to students?

A. "The relaxed atmosphere seems to change a few negative attitudes. The students start to smile when they enter and if they can enjoy using part of their vacations for recovering work, they'll do a better job."

B."I stressed reading comprehension and vocabulary building via SRA series and results of reading oriented tests would indicate the students benefited from these two tracks."

C. "Most students are pleased to have the opportunity to improve their grades. The classes are smaller in size, so many quiet students feel free to talk more openly in class. I think the students learn more in the relaxed atmosphere that comes with summer school. I feel that some students have improved their attitudes about school."

D. "Through the use of individualized work, gives the students a chance, without classroom pressures."

E. "The atmosphere which we tried to create between the student and teacher was a very important concept. These were working with students on their level in grades and thinking ability. They learned to work together and share experiences in doing the lab. experiments in science. They worked at their speed and discovered concepts in different manners that could not be duplicated in a regular school year."

F. "There was a definite attempt by many of the staff members to experiment with new materials, new approaches and other "innovative" practices in an effort to reach some of these students in particular. This gave the students a "different look" at the material which was beneficial to many of them. Also, the more personal relationship due to the reduced class size was very helpful."

G. "It gave students a chance to succeed in a small group when they had faced consistent failure in larger groups and to get to know teachers better."

H. "It does help them to keep in step with their continuing high school schedule."

I. "Project Recover is beneficial to students because the class sizes are small, therefore the teacher is able to give each student more individual attention, and also let each student progress at his own pace."

J. "Of course, without it, these students are finished - failure the stimuli. We were able to provide an opportunity for students to learn some fundamentals of Science that would help them, not only in science, but in industry."

K. "It provides those students who did not meet the requirements during the regular school year with a second chance to make up the lost time, and grade before re-entering regular this Fall. It provides them with indepth training, because it allows a teacher to work more closely with them on individual basis. It introduces the students to new areas of training one might be taking for personal use only. It provides the students with a chance to meet other students outside his peer group. It helps to develop an appreciation of contribution of occupations to the social, cultural, and economic growth of society. It helps to encourage respect for occupational preparation and desire for continuing acquisition of related skills, knowledges, and attitudes through one's life. It helps to develop an understanding of Civic, Social, and moral responsibilities of individuals to society."

L. "It is my opinion that the Project will greatly decrease the dropout problem by giving the student encouragement by allowing him or her the opportunity to see that he or she too can accomplish the same thing as the more rapidly grasping and working student."

M. "By having smaller classes, the students are able to have more individual attention. This gives them a better understanding and therefore, it gives them more confidence in their ability to learn and produce."

II - <u>In what way could Operation Recover be of more benefit in the future?</u>

A. "Students indicated they would like three sessions, fifteen minute breaks, and those who came at 8:30 might have benefited from juice/milk and rolls."

B. "Many students were only interested in the one or two courses that they failed. Therefore, they did not feel that they should work in the course or courses they were forced to take. More students should be encouraged to take the courses to improve their grades."

C. "More materials should be made available."

D. "The ideal way would be to remove this student from their environment - in a special camp - have school as it was carried out, and in the afternoon have social games - talking - a relaxed time."

E. "Definite policy concerning attendance, credit, requirements - for student information more than staff."

F. "Establish more rigid rules concerning attendance."

G. "Better selection of students - have teachers make a list of students and counselors and then small group guidance to select students. Counselors should be available during the summer."

H. "It could be more publicized."

I. "The students should be told they cannot miss more than three days of school and that two tardies equals one day."

J. "Attendance was very poor with about 50-60%. These absentees were the ones who needed the help most."

K. "Allocate more time, perhaps (8) weeks to make up for the readjustment period. Supply the school with more materials to work with, so that the program will not lack anything to enhance the growth of the students. The program could use more publicity. I don't think the program has gotten the publicity it desires in the past. There are many many students who would benefit from this program, if they knew about it."

L. "By implementing some means of conveying to the parents as well as the students, the importance of <u>perfect</u> attendance in the program."

M. "If the program was made available to more than freshmen, I think it would serve a few more."

Student Comments

I. In what way has Operation Recover been of help to you?

A. "It helped me to make up my credits that I failed."

B. "Project Recovery has been a help to me because I have bettered my grades, and because I passed in English for the year. Also, I didn't have the money to pay for the course I flunked."

C. "Well, it helped bring my grades up and I really learned a lot that I didn't know or understand. Now I know that there are things I do not like to do that I must do."

D. "It helped me pass to the tenth grade."

E. "Project Recover has helped me regain lost credits, so I may become a sophomore this coming year."

F. "It helps me read and spell a little bit better. I can understand the work and I think I am getting a better grade."

G. "It helped me to become a sophomore with the rest of my friends next year."

H. "It has helped me so that I had another chance to be a sophomore next year. It has helped me meet new friends and to learn new things. I think the teachers at summer school teach better than those at regular school and you learn more."

I. "It helps me make up the subjects I flunked, so I can be a sophomore instead of a dumb old freshman."

J. "It helped me understand and improve my English grade."

K. "I have learned things that I haven't known, as things are taught in a different way."

L. "It has helped me bring the grade up that I flunked."

M. "It has helped me to learn the things I didn't learn in my freshman year. It also helped me to learn that all teachers are not bad guys after all."

N. "My grades have been brought up and made it so I wouldn't have to take English in my senior year, because I failed it. I don't know if I'm any smarter but it has helped me, and boy am I glad."

O. "It has helped me to learn more about science and the experiments. It helped me to learn to think for myself and decide for myself. It also helped me work in a group and to work out the answer with a group."

P. "Project Recover was a big help to me. The teachers listened to you, and what you had to say, and then give you their views of whatever you happened to be talking about. It's rare you find a teacher like that and the classes are smaller, so you learn more."

Q. "It got back my lost credit and I will be a <u>full</u> sophomore next year."

R. "I think I've done a lot better in this project than in regular school. They work at your speed, and not like in regular school where they go along with the smartest kid in the class."

S. "Project Recover helped me get my credit, so I won't have to repeat the grade all over."

T. "It has helped me get a full credit in my subject so that I can be a full-fledged sophomore next fall, and it has helped me understand my subjects better."

U. "It helped me in my study habits, and it helped me to understand why I got the grade I did get. It also helped me in getting along with people and understanding that teachers are trying to help."

V. "This program gave me another chance to do the things I did wrong."

W. "It has been an assistance because I have learned something I didn't learn in regular school. I did not like the idea of getting up every morning, but now that I'm in summer school, it doesn't seem as difficult."

X. "It helped me to learn what I didn't in the school year because of playing around in class. If it was not for this Project Recover, I would be in bad shape as far as my grades are concerned."

Y. "It made me understand better and I enjoy the class very much. I only wish that the work would be like this in the winter."

Z. "Well, it helped me to improve my behavior in class, and I made less noise and concentrated more. It helped me in a lot of ways, and everyone participated in class and answered questions."

II. In what way could Operation Recover have been more help to you?

A. "None, as it is good the way it is now."

B. "More and better equipment was needed."

C. "It I would have studied more and passed."

D. "I wish that I only would have had to go to the class I failed, that way I could have slept a little longer in the morning."

E. "I think the operation should have a breakfast program. I hope I do not have to do this again next year, but still think breakfast would make it a little better."

F. "I do not think we should have to take three courses."

G. "By having teachers who know what they are teaching. Also, having teachers that are high school, and not grade school level teachers."

H. "No way that I know of. More teachers like these, and we would have a pretty good school year."

I. "If you could have taken only the subject you failed."

J. "If you only could have taken the subject you failed, and not the ones you didn't fail."

K. "I don't think you could have changed it in any way, as it was wonderful, and I am glad you had a project such as this."

L. "I think Project Recover could help me more if this would last all summer, instead of six weeks."

M. "It would have been nice just to have a little longer classes, as we could have had more time to do more work."

N. "It could not have been more helpful. It was a nice set-up, and I think it was handled beautifully."

O. "The math and civics could have been changed as it was the same as we had during the school year."

Commendations and Recommendations

Students and teachers express the belief that Operation Recover is worthwhile. Teachers and students indicate that the smaller classes and the atmosphere in the school promotes more learning by these students than during the regular school year. Three hundred and seventy eight credits were recovered. Fifty three percent of the students who initially enrolled in English were able to recover a credit in English. Similarly, fifty eight percent received credit in math, sixty two percent in science, and fifty one percent in civics. It would appear that these percentages are lower than what would be desired. However, some of the students were required to enroll in some courses which they had already passed during the previous year. Special efforts should be made to improve the attendance of students. No data are available on the extent of this problem, however, many teachers expressed a concern that students were excessively absent from class. Consideration should also be given to not requiring students to take courses which they passed during the previous year.

A follow-up study should be conducted to determine if students who failed one or more courses in the ninth grade, and who earned credits from Operation Recover have remained in school longer than those who similarly failed but who did not earn credits from Operation Recover.

COMMUNITY SUMMER SCHOOL PROGRAM

1970

The 1970 Community Summer School Program of the Toledo Public Schools was organized to provide the needed instruction for children living in the thirteen school areas with the greatest concentration of poverty. These schools, in order of highest degree of poverty are Warren, Sherman, Stewart, Washington, Fulton, Lincoln, Robinson, Gunckel, King, Pickett, Lagrange, Glenwood, and Westfield.

The four school sites selected for the elementary program were Fulton, Lincoln, Stewart, and Warren. The great majority of pupils attending summer school were students from these four schools. No buses were provided except for forty pupils from the Spencer-Sharples area who attended Stewart School.

Enrollment in the four schools reached the following levels:

Fulton	620 pupils
Lincoln	490 pupils
Stewart	325 pupils
Warren	185 pupils
Total	1620 pupils

The four schools were in operation from June 22 through July 30, 1970 for three hours each day.

A team teaching organizational pattern was used for the basic component of the summer school program. The emphasis on theis year's program was on reading, mathematics and social studies. The original plan called for eight teams of teachers and aides for each building. Because of enrollment differences, teams were shifted among the buildings. Individual instruction was planned as needed for every child. One hour of each session was devoted to reading activities,

one hour for mathematical activities, and one hour for social studies. Each child was diagnosed as to his difficulty in reading and mathematics and them appropriate groupings and materials were provided. The social studies activities evolved around understanding of self, understanding others, and learning about factors affecting behavior. Later in this report a more detailed account of each component is given.

A second component of the elementary summer school program was the reading diagnostic testing. Each building had reading specialists test children for reading problems and worked with the teachers in grouping, materials, etc. A prescription for the improvement in reading was developed for each child.

The third component of the program was in the area of supplemental skills in physical education. A team of physical skills teachers and aides worked with a select group of pupils who were deficient in certain physical skills - coordination, overweight, etc. Afternoon instructional swimming and bicycling and weekend camping were available for some pupils.

The Model Cities Program provided breakfast for every pupil enrolled. High School volunteer aides and University of Toledo student teachers were active members of many of the teams and contributed greatly to their success.

TEAM TEACHING INSTRUCTION

Plans for the three hour instructional program were jointly formulated in the one hour of planning time schedule for each day. One teacher had the responsibility for organizing and

planning the activities of a curricular area - either reading, mathematics, or social studies.

The students received one hour of instruction in each of the curricular areas four days a week. On the fifth day, team judgment determined the type of activities needed and scheduled them accordingly. This flexibility allowed for longer blocks of time for some field trips or a culminating activity such as writing a newspaper. (Transportation for all field trips was provided by staff members or parents.)

The reading curriculum emphasized remedial instruction in the reading skills area. It was felt that through a systematic development of improvement in reading skills the children would gain confidence and feel successful with his peer group. Once he had the feeling of accomplishment, the child may use some of the recreational time in reading and develop a more receptive attitude toward school. The program also helped the teachers become more aware of the factors that cause a child to have difficulties in reading. An awareness of the different methods of planning remediation of a particular skill was instilled in the teachers.

The math curriculum was also primarily remedial in nature. Understanding of the basic concepts along with improvement in the skills of computation were stressed. The students were involved in activities using manipulative devices and other non-textbook materials, such as, counters, magic slates, geo-boards, calculating machines, and games. The program began at the first grade level with sets and their manipulation for understanding the operations, and progressed to the comprehension of, and skills in working with, rational numbers at the eigth grade level. No textbook was used. The teacher's

guide provided a list of sequential concepts and skills with suggested activities for their development. By various grouping arrangements the students' problems were diagnosed and students taught individually or in small groups.

The social studies curriculum had the general theme of "Understanding Myself and Others". Since children have a natural desire to learn more about themselves, they need to learn to deal with their emotions, feelings, and must develop a sense of personal worth. Children need to understand that it is normal to have many kinds of feelings - and to recognize and deal honestly with similar feelings in others. These self and human relation concepts cannot be imposed upon a child - he first must be taught how to think. Making decisions is a prime factor in our existence.

The goal of the social studies program was to aid the children involved to come to some understanding about themselves. The concepts were developed through the use of discussion, film, records, open-ended stories, pictures without captions, role playing, continued incidents, and the more formal methods of scientific inquiry into behavior.

The Resource Study Centers (libraries) were available and used in Fulton, Stewart, and Warren Schools. A librarian and aide staffed each one. The reading and social studies activities made great use of these resources.

STAFF OF BUILDINGS

FULTON	LINCOLN	STEWART	WARREN
1 Principal	1 Principal	1 Principal	1 Principal
1 Curriculum Coordinator	1 Curriculum Coordinator	1 Curriculum Coordinator	1 Curriculum Coordinator
10 Teams	9 Teams	8 Teams	5 Teams
30 Teachers	27 Teachers	24 Teachers	15 Teachers
36 Aides	27 Aides	24 Aides	9 Aides
6 Reading Diagnosticians	5 Reading Diagnosticians	5 Reading Diagnosticians	3 Reading Diagnosticians
1 Physical Skills Team	1 Physical Skills Team	1 Physical Skills Team	1 Physical Skills Team
3 Teachers	3 Teachers	3 Teachers	3 Teachers
2 Aides	2 Aides	2 Aides	2 Aides
1 Swimming Teacher	1 Bicycle Aide	1 Bicycle Teacher	1 Bicycle Teacher
1 Swimming Aide	1 Bicycle Teacher	1 Bicycle Aide	1 Bicycle Aide
1 Bycycling Teacher	(No Swimming)	1 Swimming Teacher	(No Swimming)
1 Bicycling Aide	(No Library)	1 Swimming Aide	(City Recreation Pool Available)
1 Librarian		1 Librarian	
1 Library Aide		1 Library Aide	1 Library Aide

ENROLLMENT AND REGISTRATION PROCEDURES

All public and parochial schools in the inner-city area were contacted in the spring to seek enrollment of all pupils who qualified according to the standards of the project. Registrations were accepted until the end of the first week of summer school.

The hoped-for enrollment for each building was set at 400. This was determined by figuring fifty pupils per team and having eight teams per building. Fulton and Lincoln exceeded these quotas while Stewart and Warren failed to reach enrollment goals. Extra efforts were made at Warren School to seek enrollees. Mothers were organized to go door-to-door to seek additional students. Although this

helped to swell the first day's enrollment, it still did not provide the number hoped for.

Summer School principals received the registration forms and contacted the parents of the confirmed enrollees.

Members of the staff in each building continually attempted to communicate with the parents of absentee pupils. This procedure helped to maintain the high average attendance.

The figures given on the following chart gives the enrollment and attendance of the 1970 summer school. The holding power was almost the exact percentage as the 1969 program. Because of the reduced budget the number of pupils served by the 1970 Title I Program was less than half of the 1969 program of six sites and bus transportation furnished.

PUPIL ENROLLMENT* AND ATTENDANCE

School	First Week Enrollment	Highest Enrollment	Last Week Enrollment	Holding Power **	Average Daily Attendance
Fulton	602	620	520	86%	450
Lincoln	451	490	408	90%	378
Stewart	299	325	251	84%	275
Warren	139	185	106	76%	113
Total	1491	1620	1285		1216

*Enrollment is defined as number of pupils who attend more than one day in any given week.

**Holding power is a comparison or ratio of the last week's enrollment as compared to the first week.

A COMPARISON OF HOLDING POWER
IN TEAM TEACHING SCHOOLS
FOR LAST THREE YEARS

Year	First Week Enrollment	Last Week Enrollment	Holding Power
1970	1491	1285	86%
1969	3113	2725	87%
1968*	1728	1205	69%

*This figure represents approximately one-half of total enrollment. Summer schools were divided equally between traditional remedial classes and team teaching structures.

IN-SERVICE TRAINING OF STAFF

The in-service training of the staff consisted of sessions before and during the summer school. Twenty hours of instruction were provided for teachers, teacher aides, and administrative staff - sixteen hours prior to the opening of summer school, two hours at the end of the first week, and two hours at the end of the third week.

The one-hour of daily planning time was frequently used for in-service of classes, or attacking other particular team problems.

STRUCTURE OF THE
TEAM TEACHING ORGANIZATION

The 1970 Community Summer School was organized on the team teaching organizational pattern. Various adaptations and variations evolved from the four schools and the thirty-two teams involved. The following pages describe how each school operated in team-teaching. Basically, the curriculum or what was taught was structured.

The one-hour allocation of time for each of the three academic areas tended to firm the scheduling and prevent flexibility in planning. Teachers were encouraged, directed, and shown the benefits of cooperative planning and teaming. What evolved was due largely to the personalities and experiences of the individual teachers. These differences resulted in varying organizational patterns. There were five basic patterns prevalent this summer. For purposes of the following description the following terms are defined:

1. Modified Team Teaching - cooperative planning of each hour's instruction with no group rotation (pupils) within the hour.

2. Varied - modified team teaching - cooperative planning of each hour's instruction with groups rotating every twenty minutes.

3. Team teaching (general) - cooperative planning of each subject's hour of instruction with large groups, small groups, individuals scheduled as needed.

4. Semi-departmentalization - all teachers shared reading responsibility, two teachers cooperatively taught the mathematics while one teacher taught all of the social studies to varying size groups.

5. Departmentalization - Each teacher was totally responsible in his subject area for all planning and instruction to all children.

All teams regardless of the structual operation utilized the services and capacities of three or more instructional aides in small groups or with individuals. These aides were composed of parents and college students.

TEAMS ORGANIZED BY INSTRUCTIONAL TYPE AND BY SUBJECT

Types of Structures	Reading	Mathematics	Social Studies	Total
Modified Team Teaching	14	16	0	30
Varied-modified Team Teaching	13	8	0	21
Team Teaching (General)	0	1	20	21
Semi-departmentalization	1	3	8	12
Departmentalization	4	4	4	12
Total	32	32	32	96

The teaming structures outlined on the following page are all considered phases of team teaching because of the planning periods involved and the fact that all teachers meet together for the specific purpose of planning. However, in cases where teams either refused to meet in planning sessions together or agreed upon separate planning quarters and were involved in total instruction of his subject to all children of the team, these teams were classified as departmentalized and were considered furthest away from the basic concept of team teaching in the 1970 Community Summer Schools. Four such teams existed - two at Fulton, one at Lincoln, and one at Stewart Schools.

CONCLUSIONS AND RECOMMENDATIONS

It is hoped that the following suggestions may be considered in future planning of summer schools:

1. The curriculum supervisors were genuinely helpful and well received in each building. Their services were thought to be directly responsible for the quality of teaching that the pupils received. Nearly all teachers and building administrators felt that their services were excellent.

2. The 1970 Community Summer School which was called a modified team teaching approach proved to be extremely successful and meaningful in terms of instruction and pupil interest and enthusiasm. Many children asked why they could not have this kind of program during the regular school year.

3. The physical skills development program was very well executed and beneficial to to those involved. Many teachers felt that those children remaining in the classroom were resentful of being excluded, and therefore, received less learning during the time members of the class were in the physical skills class than any other time during the day. The basic criticism of the physical skills phase was not the program but the lack of total inclusion of all pupils.

4. Although swimming, bicycling, and weekend camping were very worthwhile activities of summer they should not be advertised as a component of the summer school program. Most children readily responded to this kind of activity but are not entitled to participate. Either the program should be expanded to include more children or enrollees determined after summer school opens.

5. The reading diagnosticians were successful in the area of testing. The children related beautifully to the testing. The cooperation of the teacher aides and the team teachers with the reading diagnosticians was excellent. Computational procedures in testing were hampered because of the lack of birth dates of the pupils. The applications failed to ask for this information and much effort had to be exerted to determine these actual and accurate data.

6. Male teachers should be more prevalent on all teams. Especially at the junior high level boys need the male image. This may help prevent drop-outs and poor attendance.

7. In areas of extreme poverty and poor school attitudes low enrollments and low pupil-teacher ratios should not only be expected they should be desired. Many teachers at Warren, for example, felt they could not have provided satisfactory teaching had the enrollment been up to capacity.

8. Because of the need for small group and one-to-one relationships between pupil and teacher, additional plans, materials, etc., are needed in such areas as the Warren School area. Large group instruction cannot be successful with so many pupils with emotional and behavioral problems assembled in one place. Special materials and tutoring may be the answer.

9. The Model Cities Program of furnishing breakfast definitely was an incentive for attending summer school. It was a major factor in promoting punctuality for school.

10. Teachers felt that the team teaching organization gave them more time for working with and getting to know individual students.

11. The high school students who volunteer their services through the Volunteer Bureau were outstanding additions to many of the teams. Equally so were the student teachers from the University of Toledo. Even greater participation from volunteers and student teachers should be encouraged.

12. The teachers and administrators felt a need for provision for bus transportation for at lease two field trips. Some teams did take walking field trips and a few secured parent automobiles or made some other arrangements for transportation.

13. The structured curriculum concept should be offered again next year. Encouragement and support of adapting to fit individual staffs, schools, or students should be provided.

14. One week of pre-service training of teachers should be held in their assigned buildings.

15. The program, building sites, administrative staffs, and materials should be planned and finalized by March 1. This would permit adequate ordering, in-service planning, familarizing with materials, etc.

16. The seventh and eighth grades either need to be eliminated from summer school or have a program of enrichment activities, such as arts and crafts, shop, home economics, pre-vocational planning, job orientation, etc., to interest them in attending.

17. The Teacher Personnel Office needs to carefully screen the teaching personnel and the assignments to the various buildings. Teams of teachers should be permitted to apply and be considered as a team.

18. The structure for the 1971 Summer School could be set up according to cross-grade grouping according to tests, general ability, or teacher evaluation. Using units and sections instead of grade level designations, children could be rotated without fear of failure or loss of pride. The various grouping patterns would permit the adaptation of curriculum materials and methods to fit individual needs.

19. The mathematics materials need to be re-evaluated. Many additional manipulative and audio-visual materials need to be used. A definite sequence of mathematical skills need to be provided although it is hoped that teachers would not feel bound by such designations. The upper grade levels need a different approach. Any new materials provided must be demonstrated to the teachers for their proper usage before teachers will effectively use them.

20. The principals of the parochial schools need to be contacted directly and individually in order to communicate the program that is available to their students. Contacting only the central offices of the Catholic schools is not enough.

21. Visiting teachers or social workers need to be provided in each school to make home visitations. In addition, teachers and aides need to be encouraged to make personal contacts and visitations. This could be part of the job description of the teacher and/or teacher aide.

22. Certificates of attendance were issued to all pupils who successfully completed the summer school program. One school, Lincoln, issued special perfect attendance awards to over one hundred pupils. Both of these recognition systems should be continued in all schools next year.

23. Application forms for summer should not describe the after-school physical education activities. However, a planned physical education recreation program for every grade level, boys and girls outside of school hours could and should be offered.

24. The curriculum coordinator position should be expanded to include an aide for each in order to assist in the clerical aspects of the job.

25. Materials, office supplies, etc., should be ordered in sufficient quantity and related to the program. Last year's list is not the best source for determining next year's needs especially if the program is changed.

26. The tutoring approach could be structured into one or more sites next year. Several types of organizations are necessary because of differences among the teachers. Some are not compatible for teaming. They would work better in self-contained, tutoring-type of organization.

SUMMER MATHEMATICS*

GRADE	TOTAL	MARKED IMPROVEMENT		IMPROVEMENT		SOME IMPROVEMENT		LITTLE OR NO IMPROVEMENT	
1	130	69	53.1%	13	10.0%	15	11.5%	33	25.4%
2	190	71	37.4%	15	7.9%	23	12.1%	81	42.6%
3	188	43	22.9%	10	5.3%	50	26.6%	85	45.2%
4	171	27	15.8%	15	8.8%	30	17.5%	99	57.9%
5	131	26	19.8%	9	6.9%	30	22.9%	66	50.4%
6	61	6	9.8%	6	9.8%	19	31.1%	30	49.2%
7	30	8	26.7%	2	6.7%	3	10.0%	17	56.7%
8	8	6	75.0%	0	0.0%	1	12.5%	1	12.5%
TOTAL	909	256	28.2%	70	7.7%	171	18.8%	412	45.3%

*The Toledo Public Schools Test of Basic Skills in Mathematics.

SUMMER SCHOOL READING

DEGREE OF IMPROVEMENT *

GRADE LEVEL	MARKED IMPROVEMENT		LITTLE OR NO IMPROVEMENT		TOTAL
2	68	49.3%	70	50.7%	138
3	125	59.9%	67	40.1%	192
4	99	50.8%	96	49.2%	195
5	118	68.6%	54	31.4%	172
6	93	73.8%	33	26.2%	126
7	51	63.0%	30	37.0%	81
8	23	52.3%	21	47.7%	44
	577	60.0%	371	39.1%	948

* Due to the evaluation instrument used, the improvement could only be categorized into the two groups, instead of the four listed in the instructional manual.

SUMMER SCHOOL

Physical Skills Development Program

The physical skills development program was developed as a supplementary component to the regular ESEA-Title I Summer School. Many of the children in the summer school in addition to being disadvantaged socially, culturally, and intellectually are also lacking in basic physical skills. It was hoped that through participation in such a program that the students would have another avenue in which to secure success and build self confidence.

The participants were boys and girls in grades 4-6 who were asked to participate in the program. Initial contact was made by referrals from teachers, principals, and screening tests by the project personnel. The selection was made on the basis of a student exhibiting immature movement patterns. These patterns were most frequently found in the overweight, the underdeveloped, or the introverted child. The children were from one to two years behind in basic skill development such as balance, coordination, and ball handling skills. Many also were deficient in strength and endurance compared to other children their age.

The program covered a six week period. The children attended in groups up to twenty for one hour per day, five days a week. The teaching team consisted of two physical education teachers and three teaching aides. The following activities comprised the program:

I. Ball Skills - two weeks
   A. Soccer kick against the wall
   B. Ball bouncing - small balls, dribbling right and left hands in and out of Indian Clubs
   C. Ball volleying against the wall
   D. Softball throwing and catching - short and long distances
   E. Football throwing and catching - short and long distances
   F. Basketball shooting - regulation basketball
   G. Baseball throwing, using a tee, hitting a thrown ball, and throwing it up alone

II. Running - three weeks Practice running for 50 yard, 600 yard, and 120 yard shuttle run and relays.

III. Gymnastics - three weeks (students rotated piece to piece, therefore spending approximately 10 to 15 minutes on each piece daily)
   A. Chinning, sit spin, pullups, walking bar, and rolls
   B. Balance beam
      1. Walk forward and backward
      2. Wheelbarrel and skip rope on beam
      3. Partners exchange places
      4. Hands and knees along bar
   C. Trampoline - all drops, flips, and skipping rope on the trampoline
      0 No experience
      1 Bounce
      2 Knee drop
      3 Tuck
      4 ½ Turn
      5 Seat drop
      6 Toe touch (Russian splits)
      7 Front drop
      8 Back drop
      9 Seat, knee, front
      10 Knee drop, ½ turn, front drop
      11 Seat drop, ½ twist, seat
      12 Front drop, ½ turn, front drop
      13 Knee drop, 3/4 roll, seat drop
      14 1½ somersault
      15 Seat to roll to front
      16 Knee twist to seat
   D. Tumbling - 15 minutes each day for two weeks
      1. tip up, tripod, and headstands
      2. arches, forward and backward roll
      3. knee dips and egg sits

IV. Weight lifting every day - moving from 5 to 42 lbs.

V. Exercise 10 - 15 minutes daily using progressively more difficult exercises. Test every two weeks on weight lifting and exercises.

VI. Rope jumping - 5 to 10 minutes each day

VII. Last week devoted to games and fitness activity

EVALUATION

No official records of skills progressions were kept for the participating students. Instead; project personnel worked up case studies for selected students. The following are representative of the collected case studies:

Age: 12
Grade: Starting 7th in the fall
Health: Jerry's health seems to be excellent and his attendance record shows that he missed very few days each year.

INDIVIDUAL ANALYSIS:

Family - Jerry comes from a broken home. He lives with his mother who is on Welfare. He has eight brothers and sisters. Five of his brothers and sisters live with the mother at home, while the other three live with the father and step-mother.

Jerry is much larger than the classmates his age. He is approximately 5 feet 8 inches tall and weighs 185 pounds. Even though Jerry is large he is not obese. He is somewhat overweight, but has a large frame and carries his weight well.

This young man came to our class very shy and unsure of himself. I feel that Jerry was very introverted mainly because of his size and the fact that he was extremely clumsy. He did not want to participate at first because he was afraid of looking awkward in front of his peers.

Jerry started out on the trampoline and had immediate success. Because of the slow progression used in teaching the trampoline he was able to start at the same level of proficiency as the other children and progress at the same rate as they did. By the end of the summer school program, Jerry had accomplished all of the basics and had progressed to a few harder skills. Jerry was still rather awkward and unsure of himself in the other physical education areas, but he was improving. It is hoped that the success he received on the trampoline will help him in acquiring his self-confidence.

Age: 8

INDIVIDUAL ANALYSIS:

William is an only child and he lives with his mother and step father. Both of them work. He is very talkative and his speech usually doesn't amount to anything. I don't know just what Willie's problem is, but he seems to live in a world of fantasy. He daydreams a great deal.

I feel that the Skills program has helped him very much. He is very uncoordinated and small in size. You would think that by looking at him that coordination, etc. would be no problem, but of course this was not true. He was never able to keep up with the other students while doing warm ups and because he was not able to, he would always grab his head and pretend he had a headache. He would do this same thing on the trampoline because he was afraid. It didn't take long to stop this after he learned that this wasn't going to excuse him from participation. It did not take Willie long to take an active part willingly without complaining. He improved each time on the trampoline and began to compete with the other students. He said he had worked on the trampoline before with his father in the Circus but he couldn't seem to remember any of the stunts he had done. I still don't know if there is any truth to this, but we have our doubts.

When Willie first started out on the trampoline he would talk to himself about how he hated it and that he wasn't coming back to school. This was because he didn't perform too well. As I stated before he'd also grab his head pretending to have a headache which didn't work so he'd start talking to himself.

Willie has improved very much and he is able to perform as well as the other students and is very pleased with himself. Now he talks about how good he is, rather than how much he hates the trampoline.

The other students didn't care for Willie because they felt that he talked too much. According to him, he was constantly being harassed by the other children.

Willie's attitude toward the instructors were unfavorable at first but now it has changed. He is pleased with his accomplishment in the program and he enjoys coming to class now.

I didn't have the opportunity to work with Willie as much as I would have liked, but I do feel that he benefited in several ways from the program. However, he does need special attention and I think this would help him much more.

Age: 9

Health: Appears to be healthy, well nourished and of normal size. His health card shows a comment by a doctor in February, 1966, stating that Todd was to be given a cardiac appraisal. There was no notation that this was given.

Tests: Cal. Men. Maturity, Oct. 1968. IQ=93
Iowa Test of Basic Skills 20th% in Verbal
Grades and test results show Todd to be achieving at a level below his ability.

INDIVIDUAL ANALYSIS:

Family - There was no father listed anywhere in cumulative. Todd's mother died New Year's Day, 1970, followed by the death of his grandfather. His sister was struck by a car in April. Todd lives with his grandmother.

For the first several gym classes Todd did not want to come. He asked to be excused on one occasion. Another student told me that he didn't want to come because he could not jump rope during the warm-up period and that this embarrassed him.

Todd was taken for individual help on the second Friday of the session. He learned the double jump forward and backward. He was permitted to take a rope home over the weekend to practice. On Monday he was very happy to come to class and insisted that we watch him double jump 25 times without missing. With a little more individual attention, Todd accomplished many other jump rope variations.

There was a complete change in Todd's attitude toward physical skills after his success with jumping rope. He seems to be so self-conscious that if he can't do something the first time he is too embarrassed to try to learn. However, after a little feeling of success, he seems willing to continue.

This may be one of the reasons for Todd's achieving below his expected level academically. Before working effectively in a group, Todd seems to need individual help and encouragement.

Age: Not given

Health: Keron is a big girl, well developed and strong. She is coordinated and enjoys physical activity.

INDIVIDUAL ANALYSIS:

Keron will be placed in a sixth grade adjusted curriculum class in the fall. She has been a student in six different schools in the Toledo system since the first grade. She is from a large family and has a twin brother.

Evidently Keron has antagonized her teachers as their comments on her cummulative record are very negative. She has been a discipline problem and uncooperative for her regular teachers. I was quite surprised to read these comments as they seemed to be referring to another child, not the Keron I had become accustomed to. The Keron I know is impatient, and temperamental but not unkind. She needs understanding and a firm hand and seemed to respond to this without any resentment.

Keron is a big girl, well developed and strong. She is coordinated and obviously enjoys physical activity. Her impatience has kept her from learning the skills necessary to play the game well and according to the rules. As with most of the girls in the summer program, Keron always wants to be first. I have stressed that when people wait their turn, everyone will be able to participate.

Keron made a comment the last week of school which prompted me to choose her for one of my case studies as it reflected exactly what we are trying to do in the summer program. She said "Now when school starts, I'll be able to hit the ball in gym. I never could hit it before."

I feel we have accomplished what we set out to do. Keron feels now that she can do it!

In practically all instances the case studies submitted do represent the type of student described in the proposal. Also for the most part the children did exhibit improvement in physical and social skills. Estimates of the types of problems reveal the following:

Types of Problems	% of Students	Frequency of Teacher Estimates
a. deprivation-lack of experience	<30	12
	>30 <60	5
	>60	3
b. poor coordination-learning problem	<30	12
	>30 <60	3
	>60	5
c. perceptual problems	<30	18
	>30 <60	1
	>60	2
d. obesity	<30	20
	>30 <60	0
	>60	0
e. underdevelopment	30	19
	30 60	0
	60	1

The estimates of the frequency of the problem areas by teachers indicates no high proportion of any one type of problem. This may simply be a function of the selection process rather than a true distribution of the summer school population. In other words the children that participated were a fairly heterogenous group.

The results of the questionnaire that was administered reveal the project personnel's reaction to the program operation.

PHYSICAL SKILLS DEVELOPMENT

QUESTIONNAIRE

1. Based on previous experience in physical education programs, how would you rate this program for this type of child?

Excellent		Good		Poor
5	4	3	2	1
(76.2%)	(14.3%)	(9.51%)	(0%)	(0%)

2. How would you rate the effectiveness of the daily pre- and post-school planning sessions?

Excellent		Good		Poor
5	4	3	2	1
(28.6%)	(4.7%)	(38.1%)	(28.6%)	(0%)

3. To what degree were the supplies and equipment provided sufficient to meet the instructional needs?

Excellent		Good		Poor
5	4	3	2	1
(28.6%)	(28.6%)	(42.8%)	(0%)	(0%)

4. To what extent were the students enrolled interested in learning?

Excellent		Good		Poor
(19.1%)	(61.8%)	(19.1%)	(0%)	(0%)

5. To what extent were the proper students chosen for the summer program?

Excellent		Good		Poor
(25%)	(35%)	(40%)	(0%)	(0%)

6. To what extent did testing and field trips interfere with your program?

Considerably		Some		None
(0%)	(4.7%)	(33.3%)	(38.1%)	(23.8%)

As can be seen, the project personnel generally regarded the program from good to excellent.

Comments from personnel regarding the program point out the problem of selecting students. The problems arose due to the lack of experience and a lack of time to screen students. It was felt that the screening session should utilize more experienced or trained personnel with a formal screening test. It was also thought that perhaps the regular school year teacher through knowledge of the students better could make referrals or perhaps medical data in the cummulative folders could be used.

The activities and supplies utilized were generally adequate. However, some comments expressed a need for more diversification in activity and more basic exercise equipment. The diversification of activities was proposed as possibly starting out with the same basic activities but following up with concentrated work on certain sports skills that weren't previously included.

Teachers and aides alike were greatly in favor of continuing a similar program in the following years. Many expressed the opinion that this individualized approach was the best program that they had ever worked in and for the first time these children had success. The personnel weren't without suggestions for improvement however. As mentioned previously, the selection of students was an area needing improvement. It was believed by some of the teachers that the children who remained in the classroom felt left out and they should be allowed

to participate in physical education at least once a week. Another approach offered was to have two types of programs - one physical skills development, the other primarily games. Many thought the program should be extended longer and also operate during the school year.

Recommendations

Based upon project visitations and teacher comments it is recommended that a more formalized screening procedure be developed and instituted. Many children did not enter the program initially because their deficiencies were not readily detected. A battery of perceptual-motor skills and anthropometric evaluations would be more appropriate rather than haphazardly selecting students.

As a result of the screening test, or perhaps more self testing follow-ups in a progression of physical or perceptual-motor skills, an individualized prescription of activity could be devised. This would certainly be better than the generalized shotgun approach that was currently used. An individualized approach would allow the student to approach his maximum in his specific deficiency areas. Also the individualization would allow for better utilization of time, space, equipment, and personnel. Many times children were observed standing in lines or using only one small section of a large gym while many more could have been active. Another possibility after the screening test would be to group large classes by deficiencies to allow more concentrated work.

The program also seems to need some new and motivating skills equipment to be utilized in lead up games. Along with this equipment a logical progression of lead up activities and games need to be developed and also perhaps devoting time to one specific sport skill to build success. If the program is designed to build self-confidence it may be more motivating and rewarding to become somewhat proficient at one skill rather than mediocre at several basic movement patterns.

The project personnel should also keep more objective data to evaluate student progress to assess the extent of reaching stated goals.

Judging from the case history records of reluctance and withdrawal from physical activity it might be advantageous to train the personnel in the psychological principles of overcoming "physical activity phobia."

It also seems in the best interest of all summer school personnel to adequately define the role of the supplemental skills program. For some children the physical activity may be the only pleasure they obtain from school while for others it may even be traumatic. However, the physical skills personnel felt that the team teaching testing and field trips interfered somewhat with the skills program while many team teachers saw little value in the skills program. Obviously some channels of communication need to be opened here. It might be worthwhile to rank the enjoyment and/or success of the children in each part of the program and see how well they correlate to really evaluate each part of the program.

TITLE I
ESEA

OUTWARD BOUND

SUMMER - 1970

The Toledo Public Schools in a continuation of previous years' programs sent seventy-five (75) males (including four adults) and four (4) females to Outward Bound Schools. The participants went to schools in Maine, North Carolina, Minnesota, Colorado, and Oregon. Each school is unique in its geographical and environmental challenges, but each school similarly tries to help young men and women tap their potentials.

Each school puts the participant in a situation of total and nearly constant physical and mental stress. Many times the physical stress in turn becomes a mental stress. The stressful situation is fostered by physical conditioning activities, survival skills, and nature herself (mountain, sea, wilderness, and isolation). The end product is a Hoped for revelation of natural abilities that the participant has had, but perhaps never used. It forces them to extend their limits of performance beyond past experience both physically and mentally.

The Outward Bound Schools appeal to the sense of adventure, excitement, and challenge that much of mankind strives to find. It has physical challenges, (i.e. mountain climbing) as well as the opportunity to commune with nature in relatively unspoiled settings. In addition to this adventure aspect there is also a process of socialization going on. The number of small groups or squads in the school must interact efficiently with each other or their assignments fail and the entire group suffers. Also, the school personnel deliberately mix minority groups into the squads in an attempt to develop tolerance and appreciation. The personalities and individual methods employed by the instructors can shape the young person as well.

EVALUATION

A questionnaire was sent to this summer's participants who had completed an Outward Bound course prior to the writing of this report. The questionnaire centers on attitudinal and behavioral patterns that the Outward Bound personnel say their program can effect. The following shows the results of the twenty-three of thirty-six (63.9%) questionnaires mailed out:

More Often		Same		Less Often		
N	%	N	%	N	%	
16	69.6	7	30.4	0	0	1. I willingly accept constructive criticism and try to correct my faults.
15	65.2	8	34.8	0	0	2. I am considerate of the rights of others.
17	73.9	6	26.1	0	0	3. I gladly accept responsibilities assigned to me.
8	34.8	13	56.5	2	8.7	4. I accept from the members of my group only the consideration to which I am entitled.
16	69.6	7	30.4	0	0	5. I do the best that I can regardless of the activity in which I am participating.
6	26.1	14	60.9	3	13.0	6. I am self composed and do not show signs of embarassment.
19	82.6	4	17.4	0	0	7. I am aware of the needs of others and the help that I can give.
16	69.6	7	30.4	0	0	8. I follow what I think is right even though my friends may not agree.
1.	4.3	12	52.2	10	43.5	9. I am uneasy about dealing with other minority groups of people.
16	69.6	7	30.4	0	0	10. I try to get things organized when others are undecided about what to do.
16	69.6	7	30.4	0	0	11. I realize the full impact or implication of my behavior before my friends do theirs.

16	69.6	7	30.4	0	0	12. I have my future in mind and how to go about achieving it.
20	87.0	3	13.0	0	0	13. I recognize my abilities and actively try to utilize them.
4	17.4	3	13.0	16	69.6	14. I worry about what other people think about me.

The validity of this questionnaire is open to speculation. However, it would appear that negative effects from the schools are negligble, while the same or positive changes predominate. One could conclude, validity notwithstanding, that the Outward Bound School has a generally positive influence on behavior. Additional comments volunteered by respondents expressed enthusiam and appreciation about the experience. To what degree these changes in behavior will remain or really affect a person's interaction with life is hard to determine.

As a partial clue as to what Outward Bound has meant to former participants, an additional questionnaire was mailed out. The following responses are representative of their impressions:

"I think Outward Bound is a great influence. It makes you realize that life is not a bowl of cherries. It was the first time I ever encountered something that I could not back out of. It helps you to realize you are not a boy anymore, but instead a man."

"Yes, Outward Bound does all this and more. It makes you more self-conscious of your fellow man. You find out he too has problems like your own. Since I have been to Colorado a lot has happened to me. I am presently in the United States Marine Corps. I do not know if I would still be here if I had not gone to Colorado with Outward Bound. I would have probably quit my country. Outward Bound taught me one important lesson - never quit anything you set out to do. I know this will help me until I die. It is hard to explain how thirty days can influence your life in this way, but it really can."

"That was a once in a life time experience and the benefits are countless. I appreciate my parents and friends more than ever before. This experience has given me more confidence in myself."

"I know now that no matter what the goal is or how hard it may seem, I can reach it. I seemed to do better in school because I knew that I could succeed."

"Before I went there I was a real punk. I was always in trouble and had a big chip on my shoulder. Now, I am on the school's student council, hang around with a better group of students, and am also working for the Boy's Club. While out there I learned to appreciate life and home -- something that I did not do before I went. Now I have a better feeling toward myself; as to the attitude "I can't do that", you do not really know until you have tried it."

"The program offers you a chance to participate in many things not available around here, like climbing a side of a cliff. It also gives you a little insight to the feelings of other people in the same situation as you are in. You feel a sense of accomplishment after the course is over."

Again the respondents were almost unanimous in their positive reflections about their experiences and subsequent behavior. As in most every case, there were a few individuals who had negative comments about their experiences. A sample of these comments follows:

"The physical and mental experiences are not nearly as excruiciating as they were said to be. Anyone, regardless of his physical condition, who has a 98.6 degree body temperature and at least one lung can pass the course with little difficulty if he can put up with the narrowmindedness of the instructors."

"It is a fallacy that Outward Bound has a positive influence on a person's confidence in himself, knowledge of his limitations, sensitivity to others, level of maturity, and dedication to helping others."

SUMMARY AND RECOMMENDATIONS

1. The results of the questionnaires returned would seem to indicate that the individual's outlook toward his peers, adults, family, and school has been altered in a more positive way. The instrument used to measure the behavioral or attitudinal change may be innappropriate because of the short period of time the youngsters are at the Outward Bound School.

2. The past two summers, the Toledo Board of Education has had the benefit of "on the site" evaluation by members of its school staff. These staff members have indicated the same type of responses as the youngsters from the mail out questionnaires.

3. Individual analysis of each person by the Outward Bound staff would be useful in determining if the exposure to group living under stressful conditions has affected any behavioral or attitudinal changes. These evaluations could be compared with the person's school evaluations to determine if there has been any change after the program.

4. A more intense follow-up evaluation of the participants might bring forth information that could be used by school personnel. Qualities such as leadership, displayed in one of these schools, may have a carry-over to other related activities after the individual is out of school.

TITLE I - ESEA
Summer - 1970

SWIM FOR YOUR LIFE

The Swim-For-Your-Life Program was developed to offer enrichment experiences to the youngsters in the Inner-city who do not have the usual advantages of their more affluent peers. The program offered instruction in swimming techniques, together with knowledge of basic water safety skills in order to make the individual reasonably safe in, on, or about the water.

Four portable pools were used by the program. These pools remained at the same school for the entire seven weeks program. In the past, the pools have been moved during the summer to cover a wider area of youngsters. Bugetary restraints were responsible for this change. Three hundred and seventy-eight (378) youngsters were enrolled in the program. The program offered three hours of instruction per day, 1:00 p.m. to 4:00 p.m. On days of inclement weather, the instructors provided instruction using a shelter house or a building nearby, concentrating on basic rules and practices of water safey. Class size ranged from 10 - 15 students.

Each youngsters enrolled in the program was rated at the beginning and end of the program. The scale for rating was as follows:

NSA - Non-Swimmer, Afraid of the water
NS - Non-Swimmer
D - Very poor swimmer
C - Poor swimmer
B - Good swimmer
A - Very good swimmer

The results of the summer swimming program will be presented in Table I, which is on the following page.

TABLE I
SWIM-FOR-YOUR-LIFE

WEEKS COMPLETED	No. Dropped	No Significant Change*	Improvement*	Marked Improvement*
7 weeks	0	28	11	14
6 weeks	0	19	1	1
5 weeks	5	75	13	4
4 weeks	8	8	2	0
3 weeks	11	14	0	0
2 weeks	12	11	0	0
1 week	10	2	1	0
	58	234	28	47

* No Significant Change -- Improvement of three levels.
Improvement -- Improvement of four levels.
Marked Improvement -- Improvement of at least five levels.

As Table I indicates, the greatest improvement was noted within the groups that completed five weeks of lessons and within the groups that finished seven weeks of swimming. The relatively small number of students completing the entire program may be due in part to the related vacation period of their parents. The high number of students showing no significant change may be due to the limited amount of actual time the children are in the water. Using only one standard evaluation, increase in swimming skill, the program has achieved moderate success. Its value for recreational and attitudinal goals would add to its effectiveness.

To be sure, the degree of impact the program has had on the youngsters of the Inner-city is dependent upon the number of youngsters it can reach. The fact that it can obtain success should be a strong argument for its continuance and expansion.

RECOMMENDATIONS

1. Increase the amount of actual time the children are in the water, so as to increase the maximum amount of instructional time.
2. Establish some other method of evaluation other than the number of levels increased during the program, as a means for determining pupil progress.
3. Increase the number of pools to serve a larger population of students.

EVALUATION REPORT
TITLE I - ESEA

Camping Program
Summer, 1970

This summer was the fourth year for the weekend camping program. This program is organized within the summer physical education program by the Title I, Elementary and Secondary Education Act of 1965. Camping was conducted on two weekends at Camp Storer, located near Napoleon, Michigan. The students who attend these weekend camps are enrolled in the regular Title I Community Summer School Program. The facilities at the camp have been upgraded, due in part to the regular camping sessions of the Toledo Outdoor Education Program.

The purpose of the summer camping program as expressed by the camping coordinator was:

> "enrichment program that is an extension of the classroom. The out-of-doors becomes the laboratory where children learn new skills, create a better understanding of the relationship between man and his environment, between man and God, between the cultures of different people, between the child and his peers, also, solving group living problems, developing an awareness of safe practices in the out-of-doors, developing interests, information, and skills in games and music, acceptance of responsibility, to encourage the child to pursue his imaginative ideas and finally to understand forces in weather events."

The activities included swimming, hiking, boating, games, handicrafts, campfires, fishing, singing, archery, riflery, and horseback riding. Over two hundred (200) children attended such weekend camps during the summer of 1970. For the inner-city youngsters this is usually the first time any of them have been

to a camp and for some the first time away from home. The reactions of these students are natural ones of a child discovering and relating to an outdoor environment.

Evaluation

Last year a questionnaire was administered to the parents to determine if any changes had taken place in their child after the two and one-half day exposure to outdoor living. This year the summer director felt that in this situation any type of an evaluation instrument would be inappropriate because of the limited time of the camping experience. A sample of the children attending the camp was selected by Title I evaluators to seek their reactions. Without exception, the children wanted to go back again and to stay for a longer period of time. The swimming and horseback riding activities were most popular; while hiking was least preferred. The camping program was organized to offer experience to inner-city children, experiences that are not common to them. As such, the opportunity to obtain these experiences provides justification in itself. The comments of parents offer substance to the argument that the program had an impact. Comments from supervisory personnel and counselors indicated that the camp was well organized and provided a superior program.

Recommendations

1. Provide the opportunity for this summer camping experience to a larger number of students enrolled in the community summer school. At present, only a relatively small number of students are selected. Certainly as funds become available and personnel resources are made more plentiful, serious consideration should be given for extension of the population to be served.

2. Do away with weekend camping in favor of a regular camping program provided by YMCA Storer Camps of five (5) different two week periods. Combining the summer school students with the other children in the regular camping program would provide more meaningful experiences. This ten day camping exposure may have a more measurable effect on behavior than the present two and one-half day stay.

EVALUATION REPORT
TITLE I - ESEA

Bicycle Program
Summer, 1970

The Bicycle Program was offered as a supplemental activity to the Community Summer School Program. The program included aspects of physical activity, excursions, club organization, and topical discussions. The boys selected to participate in the bicycle program were enrolled in the summer school program. The focus of these supplemental skills was included so as to improve the attitudes of participants toward school-type activities. The boys were urged to formulate a bicycle club to foster a sense of responsibility and pride in their work. The clubs elected their own officers and formulated their rules and regulations. The program was designed to provide:

1. Vigorous activity for building endurance through sustained exercise.
2. Opportunities for learning about Toledo and area.
3. Opportunities for developing compatibility within the group.
4. Opportunities to develop self-awareness and a sense of belonging.
5. Teaching self-government through encouraging self-discipline.

Forty (40) boys participated in the bicycle program. Each of the four (4) groups had an adult leader, as well as an assistant leader. All bicycles and additional equipment was furnished by

Title I funds. Trips were made to surrounding parks, swimming pools, Toledo Sports Arena, and overnight camping at park campsites. Other activities that were a part of this program were softball games between the groups, a bicycle track meet, a tour of the University of Toledo campus, and various interesting parts of the city. A special mystery ride to City Park to see Oscar Robertson conducting a basketball clinic was a highlight of the first trip.

The bicycle program did provide opportunities for building endurance, learning about Toledo, developing compatability within groups, developing a sense of belonging, understanding bicycle safety procedures, and teaching self-government. Bicycle trips initially were 2 - 3 miles and were gradually increased to over 25 miles.

Evaluation

Each bicycle leader kept a daily log of the activities. At the end of the program the leader wrote an individual analysis of each boy in his group. This profile included items such as attitude within the group, attitude toward supervisors, responsibility, leadership, and endurance. A brief sample of these analysis follows:

1. "At our first meeting, I had the impression that _____ was a momma's boy. He was quite tempermental and used to having his own way. Being a member of the bicycle group did wonders to develop his personality and strengthen his character. This is one boy who really benefited from the close contact with his peer group."

2. "_____came from a large, poor family. At first he found it most difficult to share any equipment or responsibility with the other boys. By the end of the program he had begun to loosen up and had few difficulties with his fellow riders,"

3. "_____was a fine boy to have in our group. He was willing to accept leadership responsibilities whenever he was asked. He certainly helped to keep some of the other boys in their place."

If the participants remained in the program to any extent, several of the objectives listed above were attained - opportunities for building endurance, learning about Toledo and area, developing group compatability. Whether or not they developed self-awareness and a sense of belonging is difficult to determine. One could possibly argue on logical grounds that if the type of activities and experiences shared by the participants of the bicycle clubs improve attitude toward school, then one could expect better attitudes in the summer and regular year school program. However, no evidence was collected to assess this argument, nor was any follow-up information collected for the regular school year for the repeaters. In addition, no evidence relevant to the development of responsibility and pride was collected.

Recommendations

It should be required of the supervisors of the program to collect information relevant to the objectives and any changes or lack of them rather than just status evaluation of the participants. With only a log of activities and experiences and no comprehensive follow-ups during the regular school, no reasonable judgement of effectiveness can be made.